DOCUMENT RESUME

ED 363 161 HE 026 766

AUTHOR	Finney, Joni
TITLE	The Assessment of Educational Outcomes.
INSTITUTION	Education Commission of the States, Denver, Colo.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	13 Dec 91
CONTRACT	FIPSE-P116B90534-90
NOTE	74p.; For Project Reports, see ED 348 400, ED 340 752, ED 340 289, ED 333 800, and ED 321 701-703.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Outcomes Assessment; *Educational Assessment; Educational Change; *Educational Quality; Government Role; *Government School Relationship; *Higher Education; State Action; State Departments of Education; State Government; State Programs; *State Standards; Statewide Planning; Undergraduate Study

ABSTRACT

This final report describes activities of a project which addresses issues concerning assessment in higher education through forums, papers, and development and dissemination of resources on activities in the states. In particular the project sought to explore how state initiatives to improve undergraduate education through assessment can be designed and implemented to foster institutional initiative and reform. Among the project's activities were the formation and convening of an assessment advisory committee, invitational seminars on assessment designed to bring together state and academic leaders, sessions at national forums and annual meetings, publication and dissemination of a set of working papers on state policy and assessment, and publication and dissemination of a policy guide for state leaders. The project's efforts led to the following key conclusions: (1) the most critical ingredient of an effective state assessment policy is having a clear purpose; (2) states can use assessment policy to address many objectives; (3) assessment results have been primarily used at the local level to improve teaching within a college, department or program; and (4) to be effective, assessment standards need to be linked with other levers for change. Extensive attachments include a fact sheet, lists of seminar agendas and participants, annual meeting agendas, and marketing materials. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Assessment of Educational Outcomes

Cover Sheet

ED 363 161

Grantee Organization:

Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427

Grant Number:

P116B90534-90

Project Dates:

Starting Date: August 1, 1989
Ending Date: December 13, 1991
Number of Months: 28

Project Director:

Joni Finney
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427

FIPSE Program Officer(s):

Sherrin Marshall

Grant Award:

Year 1	$ 58,512
Year 2	$ 63,144
Total	$121,656

HE026 766

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EDUCATION COMMISSION OF THE STATES

The Assessment of Educational Outcomes

Since the mid-1980s the assessment of educational outcomes has become increasingly of interest to both institutions of higher education and states. In 1989, the Education Commission of the States (ECS), with support from the Fund for the Improvement of Postsecondary Education (FIPSE), embarked on a project designed to help lead the national dialogue on assessment in higher education. The problem this project addressed was: **How can state initiatives to improve undergraduate education through assessment be designed and implemented so as to foster institutional initiative and reform?** ECS sponsored forums and meeting involving various stakeholders in discussions; published a series of working papers, surveys and guides; and developed and disseminated resources about assessment activities in the states. This has resulted in the dissemination of findings, insights and ideas to those who shape higher education policy throughout the nation.

Joni E. Finney
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202
(303) 299-3654

Titles of Project Reports:

Assessing College Outcomes -- What State Leaders Need to Know ED 340-752

Toward One System of Education: Assessing to Improve, Not Merely Audit by Grant Wiggins ED 348 400

Assessing Progress in Minority Access and Achievement in American Higher Education by Michael Nettles ED 340-289

State Policy on Assessment: The Linkage to Learning by Peter Ewell ED 333-800

Assessment and the "New Accountability": A Challenge for Higher Education's Leadership by Peter Ewell ED 321-702

Assessment and Accountability in Higher Education: A Summary of Conference Proceedings ED 321 703

State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s ED 321 701

Project Title: **The Assessment of Educational Outcomes**
Grantee Organization and Address:

Education Commission of the States (ECS)
707 17th Street, Suite 2700
Denver, Colorado 80202

Project Director:

Joni E. Finney
(303) 299-3654

PROJECT OVERVIEW

As the national movement to assess educational outcomes gained momentum in the mid-1980s, it became increasingly apparent that state and institutional assessment initiatives could develop at cross purposes. Assessment for improving teaching and learning could have conflicting purposes from assessment for accountability in order to determine institutional effectiveness. In 1989, the Education Commission of the States (ECS), supported by a grant from the Fund for Improvement of Postsecondary Education (FIPSE), embarked on a project designed to help lead the national dialogue on assessment in higher education. ECS sponsored forums and meetings involving cross stakeholders in discussions; published a series of working papers, surveys and guides; and developed and disseminated resources about assessment activities in the states. This has resulted in the dissemination of findings, insights and ideas to those who shape higher education policy throughout the nation.

PURPOSE

For the past several years assessment activities have been of interest to both institutions of higher education and states. As a mechanism to improve undergraduate education and the curriculum, as well as providing constructive feedback to students, many institutions have developed programs for assessment. States have also found assessment useful for addressing concerns they have about undergraduate education. In addition, states have found assessment useful as a tool for addressing concerns about the preparation of students for college, for institutional accountability and effectiveness and for determining funding to institutions in the state. In short, what we see is an overall context where assessment is used to achieve a variety of purposes for both colleges and universities and states. However, assessment for improving teaching and learning may have conflicting purposes from assessment for accountability in order to determine institutional effectiveness.

The problem that this project addressed was: **How can state initiatives to improve undergraduate education through assessment be designed and implemented so as to foster institutional initiative and reform?**

BACKGROUND AND ORIGINS

It was natural that ECS developed an early interest in assessment initiatives because its members and constituency are drawn from the same two sectors -- the academic and public policy communities -- where assessment first emerged in various national reports. Developing a better understanding of the relationship between state and institutional initiatives on assessment has been a central concern of ECS for the past seven years. An ECS task

force formed in 1985 on "Effective State Action to Improve Undergraduate Education," included among their recommendations a call for state leadership to become more involved in the assessment of college student learning outcomes. [Note: See Transforming the State Role in Undergraduate Education (ECS 1986) for additional information.] As a result, ECS joined with the American Association for Higher Education (AAHE) to learn more about what was actually occurring at the state level. Case studies conducted in nine states in 1988 and 1989 and a 1989 national survey of state assessment initiatives have provided much valuable information on the status of the assessment movement and guidance on how to proceed.

PROJECT DESCRIPTIONS

Creating a policy environment that supports teaching and learning on campus rather than one that is counterproductive to this purpose led to the development of the following project objectives:

- foster state policies that encourage lasting improvement in undergraduate education using assessment;
- facilitate communication between states and institutions in the development and implementation of assessment initiatives;
- stimulate thinking about alternative policy tools; and
- create working guides and other resource materials in order to facilitate constructive dialogue between state and institutional leaders.

Among the major activities and accomplishments supported in part by FIPSE funding:

- **Formation and Convening of an Assessment Advisory Committee** - The Committee was a planning and review group comprised of state and institutional leaders involved in assessment issues in higher education as well as senior policy staff from the National Governors' Association (NGA).
- **Invitational Seminars on Assessment in Higher Education** - The seminars were designed to bring together state and academic leaders to foster dialogue and improve the policy making process. Each of the four seminars brought together national, state and campus representatives to discuss policy issues related to assessment: undergraduate teaching and learning; accountability, minority student participation and achievement, and links between elementary/secondary and higher education.
- **Sessions at the ECS National Forum and Annual Meetings** - The ECS National Forum and Annual Meetings, which attracts over 800 policy makers from around the country, were key opportunities to disseminate and build on ideas generated from the assessment seminars.
- **Publication and Dissemination of the ECS Working Papers on State Policy and Assessment in Higher Education** - The working and background papers prepared for the seminars were published as part of the ECS Working Papers on State Policy and Assessment in Higher Education. The series was designed to facilitate discussions in the states as well as provide an analysis of issues related to assessment.
- **Publication and Dissemination of Policy Guide for State Leaders** - Assessing College Outcomes - What State Leaders Need to Know is a guide designed to help state policy makers know the questions they should ask about whether, what and how well students

are learning. Through a set of 16 questions and answers, the difficulty and rewards in using state assessment policy to benefit both students and the state are examined.

PROJECT RESULTS

Answering the proposal's basic question can best be accomplished by summarizing several key points from the policy guide related to assessment policy formulation, implementation and the use of results:

- Probably the most critical ingredient of an effective state assessment policy is having a clear purpose.
- States can use assessment policy to address a variety of objectives with respect to undergraduate education.
- The predominant use of assessment results has been at the local level -- within college departments and programs -- to improve teaching.
- If assessment stands alone or is in conflict with other policies, little will be accomplished. Assessment should be linked with other levers for change, such as review or approval of campus missions and programs or budgets.

In addition, the current project has been instrumental in helping ECS identify other issues that build on what we have learned and accomplished. ECS, with support from FIPSE, has embarked on a new two-year project to address the need to provide public policy makers (and the institutions that will implement assessment policies) with assessment approaches that can serve dual purposes: (1) determine if students collectively are developing the skills, knowledge and underlying values that will contribute to meeting the public goals of higher education; and (2) trigger institutional improvements in teaching and learning. This new FIPSE project will identify the array of indicators linked to the state and institutional level practices and conditions necessary for good undergraduate education. We will then analyze the array and make recommendations about an "index" of indicators that can be used by states to determine the effectiveness of their systems of higher education as well as for improvement purposes.

SUMMARY AND CONCLUSIONS

The assessment movement is at a crossroads. Although officials at college after college are talking and thinking about assessment, such conversations are not enough. What is needed is a renewed commitment to asking the right questions, insisting on answers and pressing for action.

APPENDICES

To be effective, college and political leaders in every state must understand that higher education must be improved and that assessment is a powerful tool states can use to stimulate need change. There is no doubt that FIPSE's long history of supporting assessment projects has helped states and colleges and universities focus greater attention on improving undergraduate teaching and learning.

EDUCATION COMMISSION OF THE STATES

The Assessment of Educational Outcomes

A Final Report Submitted to the
Fund for the Improvement of Postsecondary Education

PROJECT OVERVIEW

As the national movement to assess educational outcomes gained momentum in the mid-1980s, it became increasingly apparent that state and institutional assessment initiatives could develop at cross purposes. Assessment for improving teaching and learning could have conflicting purposes from assessment for accountability in order to determine institutional effectiveness. In 1989, the Education Commission of the States (ECS), supported by a grant from the Fund for Improvement of Postsecondary Education (FIPSE), embarked on a project designed to help lead the national dialogue on assessment in higher education.

The project, *"The Assessment of Educational Outcomes,"* was designed to help create a policy environment that supports teaching and learning on campus rather than one that is counterproductive to this purpose. With its members and constituents drawn from both academic and public policy communities, ECS was in an advantageous position to address these concerns. Over the past 28 months, ECS sponsored forums and meetings involving cross stakeholders in discussions; published a series of working papers, surveys and guides; and developed and disseminated resources about assessment activities in the states. This has resulted in the dissemination of findings, insights and ideas to those who shape higher education policy throughout the nation.

PURPOSE

For the past several years assessment activities have been of interest to both institutions of higher education and states. As a mechanism to improve undergraduate education and the curriculum, as well as providing constructive feedback to students, many institutions have developed programs for assessment. States have also found assessment useful for addressing concerns they have about undergraduate education. In addition, states have found assessment useful as a tool for addressing concerns about the preparation of students for college, for institutional accountability and effectiveness and for determining funding to institutions in the state. In short, what we see is an overall context where assessment is used to achieve a variety of purposes for both colleges and universities and states. However, assessment for improving teaching and learning may have conflicting purposes from assessment for accountability in order to determine institutional effectiveness.

The problem this project addressed was: **How can state initiatives to improve undergraduate education through assessment be designed and implemented so as to foster institutional initiative and reform?**

Not surprisingly, the problem as stated three years ago has changed very little. State initiatives to assess student learning are on the rise. Once implemented, these policies can act either as incentives or barriers to improvement. It is projected that state interest in issues of accountability, performance and inter-institutional comparisons is likely to increase. How these initiatives are designed and implemented can have a profound effect on the nature of the assessment process undertaken by institutions.

All the evidence to date indicates there is a continuing need to focus on the positive points of consensus about assessment between the state and institutions. This consensus needs to encompass the points of decision-making in the institutional process and also issues of local control and the sharing of information.

BACKGROUND AND ORIGINS

Undergraduate education within colleges and universities -- especially in public institutions -- does not take place in a vacuum. It is shaped by the values and traditions of the institution, the aspirations of the faculty, by the attitudes, knowledge and skills of the students, and by external entities such as professional associations or accrediting agencies. It is also shaped -- more than many might acknowledge -- by the policies of government; that is, by the incentives and disincentives in the budgetary process, in regulatory policies and by public attitudes influenced by the pronouncements of visible political leaders.

In the same respect, few changes in undergraduate education are likely to be initiated or, more importantly, sustained unless they are recognized and encouraged by the external environment or system within which they take place.

Two powerful forces are converging across the nation: the momentum to reform undergraduate education with a focus on assessment within colleges and universities, and the growing sense of urgency by political leaders -- often driven by concerns about economic competitiveness -- who see state actions to promote assessment as a central way to improve higher education. The external pressure from state-initiated reform can be a catalyst for destructive, as well as constructive change -- for inciting internal conflict or stimulating lasting reform.

Developing a better understanding of the relationship between state and institutional initiatives on assessment has been a central concern of ECS for the past seven years. An ECS task force formed in 1985 on "Effective State Action to Improve Undergraduate Education," included among their recommendations a call for state leadership to become more involved in the assessment of college student learning outcomes. [Note: See Transforming the State Role in Undergraduate Education (ECS 1986) for additional information.] As a result, ECS joined with the American Association for Higher Education (AAHE) to learn more about what was actually occurring at the state level. Case studies conducted in nine states in 1988 and 1989 and a 1989 national survey of state assessment initiatives have provided much valuable information on the status of the assessment movement and guidance on how to proceed.

It was natural that ECS developed an early interest in assessment initiatives because its members and constituency are drawn from the same two sectors -- the academic and public policy communities -- where assessment first emerged in various national reports. Founded in 1965, the primary constituents of ECS are governors, legislative leaders and their senior policy aides; chief state school officers; state higher education executive officers and their senior policy associates; members of state education boards; leaders of local schools; campuses and governing bodies; and others appointed by governors as ECS commissioners. (See Attachment A for a summary of ECS organizational structure, purpose and networks.)

ECS's capacity to carry out the project was based on the following strengths of the organization:

- Ability to bring a cross-section of relevant stakeholders together to discuss common themes and problems across the states.
- Ability to draw on our considerable experience in the area of assessment and our organizational ties with individuals who can play contributing roles.
- Capacity to relate the debate about assessment to K-12 and other higher education concerns as well as the broader ECS agenda encompassing system change, cultural diversity and teaching and learning.

PROJECT DESCRIPTION

Project Objectives

Creating a policy environment that supports teaching and learning on campus rather than one that is counterproductive to this purpose led to the development of the following project objectives:

- *foster state policies that encourage lasting improvement in undergraduate education using assessment;*
- *facilitate communication between states and institutions in the development and implementation of assessment initiatives;*
- *stimulate thinking about alternative policy tools; and*
- *create working guides and other resource materials in order to facilitate constructive dialogue between state and institutional leaders.*

Project Activities

To meet these objectives ECS proposed activities which included the following actions: (1) sponsored forums and meetings involving cross stakeholders in discussions; (2)

commissioned working guides for state and institutional leaders; and (3) developed and disseminated resources about assessment activities in the states. Among the major activities and accomplishments supported in part by FIPSE funding are:

Formation and Convening of an Assessment Advisory Committee - ECS formed an Assessment Advisory Committee as a planning group to assist in identifying key agenda items for the FIPSE Seminars and for targeting the appropriate seminar outcomes which then could be shared with the larger group of states and institutions involved in assessment. (The seminar agenda was also reviewed by the AAHE Leadership Group on Assessment for consistency with the national forum agenda.) The ECS Committee also was instrumental in reviewing working papers and the policy guide as well as in project evaluation. The Committee comprised of state and institutional leaders involved in assessment issues in higher education as well as senior policy staff from the National Governors' Association (NGA) (See Attachment B for list of advisory committee members.)

Early in the planning stages, ECS recognized the clear benefits of a collaborative effort with other nonpartisan organizations involved in addressing complementary aspects of the assessment issue. NGA has taken a leadership role in this regard. Based on the complementary nature of the proposals submitted to FIPSE by NGA and ECS, the two organizations joined in a Memorandum of Understanding to work cooperatively on a set of shared activities, thereby strengthening individual efforts. NGA has been our co-sponsor for the seminars.

Invitational Seminars on Assessment in Higher Education - The seminars were designed to bring together state and academic leaders to foster dialogue and improve the policy making

process. Participants were drawn from around the country and included: governors' education policy staff, state legislators, state and system higher education executive officers, faculty and administrative leaders. Their purpose was to create a "cross-role" dialogue involving several key states on assessment issues of national importance. Relevant background and working papers distributed to participants in advance of the seminars were discussed and later revised as a result of the ideas generated at the seminars.

Each of the four seminars brought together national, state and campus representatives to discuss policy issues related to assessment: undergraduate teaching and learning; accountability; minority student participation and achievement; and links between elementary/secondary and higher education. The seminars resulted in the dissemination of these findings, insights and ideas to those who shape higher education policy throughout the nation. (See Attachment C for seminar agendas and lists of participants.)

• Seminar #1 *"Assessment and Accountability in Higher Education"* - December 5-7, 1989 in Santa Fe, New Mexico. Fifty institutional leaders, policy makers and invited guests representing seven states (Florida, Illinois, New Jersey, New Mexico, Tennessee, Virginia and Washington) met to discuss assessment as a means for improvement and accountability in higher education. These seven states have long been involved with the issue of assessment and all, with the exception of New Mexico, had participated in ECS case studies of assessment implementation and the use of assessment data.

To focus the discussion, a working paper addressing the changing role of state-based assessment as an accountability tool was distributed to participants prior to the seminar. The paper, Assessment and the "New Accountability": A Challenge for Higher Education's

Leadership, was prepared by Peter Ewell, senior consultant to the project, with contributions from ECS and the State Executive Higher Education Officers (SHEEO). Assessment and Accountability in Higher Education contains proceedings from the seminar.

• Seminar #2 *"Assessment as a Policy Tool to Improve Teaching and Learning - A Dialogue Between Institutions and the States"* - June 26-27, 1990 in Washington, D.C. The seminar dates were intentionally scheduled to precede the National Assessment Forum sponsored by AAHE so that results from the two ECS-sponsored seminars could be shared with the larger audience attending the National Forum. A working paper by Peter Ewell, State Policy on Assessment: The Linkage to Learning, focused on three key areas related to assessment that can improve undergraduate education: curriculum, teaching and resource needs. This paper was sent to participants prior to the seminar. To facilitate the discussion at the Washington seminar, a workbook identifying key questions related to the major topics was developed.

• Seminar #3 *"Assessment and Minority Student Participation and Achievement"* - October 9-10, 1990 in El Paso, Texas. This seminar was scheduled so as to follow a working conference on "Fostering Diversity: State and Institutional Partnerships" sponsored by the National Center for Postsecondary Governance and Finance and SHEEO. The National Center and SHEEO conference focused on what is known about increasing college participation and degree achievement rates of minority students. The ECS-sponsored seminar drew on many of the same participants to engage in a discussion of assessment and minority student achievement. The discussion was guided by a paper commissioned for the seminar, Assessing Progress in Minority Access and Achievement in American Higher Education, by

Michael T. Nettles. In the paper, the author analyzed many of the educational challenges facing minorities in America and proposed ways that educators could use assessment to expand and enrich minority students' access and learning opportunities.

• Seminar #4 *"Using Assessment to Promote Cooperation Among the Sectors of Education"* - June 13-14, 1991 in Breckenridge, Colorado. This seminar was scheduled concurrently with the 21st Annual ECS/Colorado Department of Education (CDE) K-12 Assessment Conference also in Breckenridge. The scheduling allowed participants attending our FIPSE supported seminar to attend some of the relevant sessions at the K-12 conference and to interact informally with those attending that conference. The FIPSE supported seminar focused on the use of assessment to develop closer linkages and smooth transitions between K-12 and higher education and between sectors of higher education. Prior to the seminar, participants received an ECS commissioned background paper, Toward One System of Education: Assessing to Improve, Not Merely Audit, by Grant Wiggins. In the paper, the author, a national authority on K-12 assessment, discussed how assessment can promote a more "seamless" K-12/graduate school education system. The session opened with an interview and discussion with Grant Wiggins on this topic followed by a discussion of the policy implementation.

Sessions at the ECS National Forum and Annual Meetings - The ECS National Forum and Annual Meetings, which attracts over 800 policy makers from around the country, were key opportunities to disseminate and build on ideas generated from the assessment seminars. Sessions were presented at the 1990 and 1991 ECS Annual Meetings about assessment issues faced by state policy makers. (See Attachment D for agendas and panel participants.)

• *"Using Assessment to Improve College Teaching"* - July 12, 1990 in Seattle, Washington. This session addressed how state initiatives to improve undergraduate education through assessment should be designed and implemented to foster institutional initiative and reform.

• *"The New Accountability: Policies to Improve Teaching and Learning"* - July 19, 1991 in Denver, Colorado. This session focused on the challenge facing state policy makers to develop assessment approaches that can serve dual purposes -- providing concrete information useful, on the one hand, for charting progress toward state and national education goals and, on the other, for stimulating improvements in teaching and learning.

Publication and Dissemination of the ECS Working Papers on State Policy and Assessment in Higher Education - The working and background papers prepared for the seminars were published as part of the ECS Working Papers on State Policy and Assessment in Higher Education. The series was designed to facilitate discussions in the states as well as provide an analysis of issues related to assessment. Working guide topics were based on the issues that surfaced during the development of the seminar's agenda and on the results of the survey on state assessment initiatives. Consultants were identified for each of the documents based on their knowledge of various topics.

Also included and disseminated as part of the ECS Working Papers Series was a comprehensive survey of statewide or systemwide approaches to assessment and outcomes measurement published by ECS. State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s was prepared by ECS in collaboration with AAHE and SHEEO. The individual state profiles were based on responses to a questionnaire

mailed to SHEEO academic officers. The survey comprises profiles of all 50 states, the territory of Puerto Rico and the District of Columbia.

This compilation presents the latest information on how states are using mandates and incentives to improve the educational quality of their postsecondary institutions. It was designed to serve as the basis for state level discussions about assessment as well as a resource book for states interested in exploring assessment. As outlined in the joint Memorandum of Understanding with ECS, NGA will use information contained in the state profiles to identify states for technical assistance. The intent of the state profiles was to provide specific information about each state's assessment initiatives to serve those who are most closely associated with the issue. Hopefully, this data will provide a basis for comparison and analysis that will equip academic professionals and state policy makers with the information they need to improve teaching and learning in postsecondary classrooms in the critical years ahead. (See Attachment E for all publications in the series.)

Publication and Dissemination of Policy Guide for State Leaders - Assessing College Outcomes - What State Leaders Need to Know was the "final product" developed from the seminars and the results of the 50-state survey of assessment initiatives. The guide also benefitted from the intensive involvement of and review by the Assessment Advisory Committee. Through a set of 16 questions and answers, the difficulty and rewards in using state assessment policy to benefit both students and the state are examined.

The guide was designed to help state policy makers know the questions they should ask about whether, what and how well students are learning. A section on "Importance" describes the history behind the current assessment movement and its

significance for states and colleges. The section on "Trends" examines state and campus assessment trends and how events have shaped what is happening in assessment. The third section, "Policy Development" summarizes the lessons learned from state and college involvement in assessment. And the fourth section, "Improvement of Undergraduate Education," discusses how to use results to ensure that assessment leads to improvements in the education colleges and universities provide to undergraduate students. (Content of the guide is discussed in more detail in the Project Results section of this report.) (See Attachment F for policy guide.)

Extensive Mailing/Marketing Strategy for Dissemination - ECS distributed copies of some or all of the assessment publications to certain interested individuals and constituents including: ECS commissioners (which include governors' education aides, legislators, SHEEOs, and chief state school officers), legislative higher education committee chairs, all seminar participants, and members of the ECS Advisory Committee (comprised of national education organizations). ECS also maintains more than 25 comprehensive 50-state data banks which we have drawn upon to see that the state profiles, commissioned working and background papers and policy guide are made available to those interested. This list includes: all colleges and universities, state higher education agencies, key local, state and national policy makers and political leaders, and educational organizations. Announcements were contained in the ECS publication, State Education Leader and in other newsletters published by ECS. Notification of publication availability was sent to other educational organizations for publication in their newsletters or journals. (Results of this marketing strategy is discussed in

the Project Results Section of this report.) (See Attachment G for marketing brochures and press release.)

PROJECT RESULTS

Summary of Results

As a result of the assessment seminars, other meetings and forums, and our extensive dissemination efforts, ECS has informed and been informed by the continuing dialogue about assessment as a tool for improving undergraduate teaching and learning. Bringing together the major institutional and state level stakeholders in assessment has allowed ECS to identify some of the current trends in both state and institutional level assessment and to recognize many of the barriers to and incentives for improvement as well as the areas of consensus. Much of what we learned is summarized in the policy guide, Assessing College Outcomes - What State Leaders Need to Know, published by ECS in December 1991. (A majority of the questions were developed from the seminars and other forums.)

State policy makers view assessment of college student learning as a means to improve the quality and effectiveness of higher education. Yet, after nearly seven years of state involvement, the results are mixed. Questions remain unanswered about the multiple purposes assessment can serve, the variety of approaches for conducting assessment and the number of uses for the resulting data. New questions arise about how state policy makers should proceed given the limited demonstration of educational improvement.

Since the mid-1980s, assessment activities in the states and in colleges have increased and become more sophisticated. This has led, in some colleges, to demonstrated improvements in teaching and learning at the classroom, discipline and department levels.

But the results of assessment have not been far-reaching. Little evidence exists to suggest that assessment activities have influenced or altered the priorities and day-to-day operations of colleges. Further, even less has happened to answer the larger state and public questions now emerging about the effectiveness of the higher education system in ensuring the students collectively are capable of contributing productively to the work force and to society.

Current campus trends show that assessment methods are becoming more linked to the actual practice of teaching and learning. While significant improvement in individual classrooms and departments has resulted from assessment activities on many college campuses, evidence of college-wide change is lacking. State assessment initiatives have also failed to address adequately questions about how all colleges in a state, or system, are meeting state goals and expectations for an educated citizenry.

The current status of state-level policies reflects states' mixed experiences with assessment:

- most established policies are still in place, but a number of states with severe economic problems have decreased or dropped implementation of policies and programs.
- Policies often are implemented as separate programs with inadequate attention to integration with other state or campus priorities; some appear likely to be dropped in difficult times.
- State policies requiring standardized instruments and public reporting are increasing as legislatures grow impatient with lack of results.

The "Lessons Learned" about Assessment

Answering the proposal's basic question -- *"How can state initiatives to improve undergraduate education through assessment be designed and implemented so as to foster rather than thwart institutional initiative and reform?"* -- can best be accomplished by summarizing several key points from the policy guide related to assessment policy formulation, implementation and the use of results:

- Probably the most critical ingredient of an effective state assessment policy is having a clear purpose. Unfortunately, lack of purpose has been the downfall of many state assessment plans. State officials should ensure that both colleges and the public understand why assessment is being done before determining how it will be done. Too many state proposals have spelled out what colleges should do but failed to explain why and to what end. Different purposes may require quite different assessment methods.
- States can use assessment policy to address a variety of objectives with respect to undergraduate education. Among the most prominent are: sending colleges a clear message about priorities; enabling campuses to revitalize curriculum and teaching practices; establishing appropriate standards for student achievement; and informing state planning and budgeting decisions. In many cases, several objectives can be addressed through the same policy approach. But state leaders should be clear about (and prepared to explain) which objectives will be pursued through assessment and why.
- The predominant use of assessment results has been at the local level -- within college departments and programs -- to improve teaching. Most state policy makers believe that by requiring colleges to design and operate their own assessment programs, with an emphasis on

involving full-time faculty, improved teaching will follow. Beyond this primary purpose, some states have used assessment results in the following ways: to determine strengths or weaknesses in the state's higher education system; to target available resources; to enforce minimum standards of achievement; and to report to the public regarding "return on investment." These basic uses of assessment often occur in tandem, and many states combine, in one way or another, all four.

- If assessment stands alone or is in conflict with other policies, little will be accomplished. Assessment should be linked with other levers for change, such as review or approval of campus missions and programs or budgets. State leaders must avoid policy that sends colleges conflicting signals. In a number of states with assessment initiatives, colleges report that while assessment policies created incentives to direct resources and attention toward improved teaching, budgetary incentives embedded in other state programs led in other directions.

Evaluation of the Project and its Impact

The project incorporated a plan for evaluating both the effectiveness of the process and success of its intended outcomes. The evaluation plan involved: (1) project monitoring (whether the project was operating in conformity with its design and reaching its target audience); and (2) project analysis (the extent to which the project reached its desired effects or outcomes.

Project Monitoring - There was an ongoing evaluation process integrated into the project which included assessing and modifying project activities based on insights gained

along the way. Mechanisms for obtaining feedback were incorporated into all aspects of this project so that fine tuning of the project activities could occur.

Developing the agendas for the assessment seminars was an area where feedback and insight have played a role in project modification. In part, the difficulty encountered stemmed from the "all encompassing" view of the assessment issue. As a direct outcome of the first policy seminar, it was clear that an interest in assessment is, in fact, an interest in the quality of education. Making effective use of the format for future seminars meant isolating key issues of national importance and keeping the discussion of related topics sharply focused. Feedback from the Assessment Advisory Committee has been instrumental in defining these issues and identifying emerging related topics.

Another difficulty ECS faced, and one we were aware of at the outset of the project, was that "assessment" means one thing in one state or higher education system and quite another someplace else. The term assessment is often used as an umbrella to subsume a wide range of activities with differing purposes. Lumping all state initiatives under a heading of "assessment" misses important subtleties. We addressed this difficulty in two ways. In our published survey of state assessment initiatives we brought together under one cover all the various definitions as reported by the policy makers we interviewed in order to provide a basis for further discussion about what assessment should entail. And in the policy guide, we provided a working definition of assessment. We said assessment is best understood as the posing and answering of questions related to student learning in college and illustrated the point with examples.

Project Analysis - In terms of overall project "success," ECS has clearly been effective in meeting three of the four project objectives set forth in the original proposal -- facilitate communication, stimulate thinking about alternative policy tools and create working guides. Evaluating the objective that deals with "fostering state policies that encourage lasting improvement in undergraduate education using assessment" is more difficult to do. The difficulty stems from the problems inherent in measuring directly the impact of our activities on the formulation and implementation of policies. Other factors, including economic, political and social issues, can influence the shaping of public policy.

ECS is, however, concerned with examining some of the indirect measures for assessing impacts. For example, we are analyzing the sales that resulted from our most recent marketing campaign to determine its effectiveness. Thirteen hundred brochures were mailed in December, 1991. In both January and February, 1992, publications listed in the brochure were the most requested of ECS's extensive publication library. Examination of the orders revealed an even spread of orders across the country and a balanced mixture of community colleges, four-year institutions, university system offices, governing or coordinating boards, and state policy makers. Additional analysis is continuing through the coming months.

Plans for Continuation and Dissemination

It is clear that evaluation is an on-going process and one that will continue to be fostered. Dissemination of resource materials has been an integral component of the overall project and efforts in this regard will continue to be emphasized. ECS is in the process of conducting a survey with a sample of individuals that ordered ECS higher education assessment reports or the policy guide to evaluate the degree to which the publications were

informative and useful. Results of that survey will be reported to FIPSE as they become available. ECS also continues to rely heavily upon collaboration with other individuals, states and national organizations interested in the issue of assessment in higher education. Both dissemination and collaboration are vital mechanisms for obtaining feedback and gathering fresh insights. They will continue to play a major role in evaluating current and future project activities.

In addition, the current project has been instrumental in helping ECS identify other issues that build on what we have learned and accomplished. The past few years have shown that state level resolve to use assessment is growing more insistent. Through assessment, states are seeking answers to questions from public and private sectors about what college graduates should be expected to know and do.

ECS, with support from FIPSE, has embarked on a new two-year project to address the need to provide public policy makers (and the institutions that will implement assessment policies) with assessment approaches that can serve dual purposes: (1) determine if students collectively are developing the skills, knowledge and underlying values that will contribute to meeting the public goals of higher education; and (2) trigger institutional improvements in teaching and learning.

The new FIPSE project, *"The New Accountability: Policies to Improve Teaching and Learning,"* will build on our previous efforts to assist state policy makers in determining what are legitimate and appropriate questions they can and should be asking about whether, what, and how well students are learning. This new FIPSE project will identify the array of indicators linked to the state and institutional level practices and conditions necessary for

good undergraduate education. We will then analyze the array and make recommendations about an "index" of indicators that can be used by states to determine the effectiveness of their systems of higher education as well as for improvement purposes.

SUMMARY AND CONCLUSIONS

While assessment practices are widespread on college campuses, there is little evidence to suggest that they have transformed colleges. Campus leaders are often unable and/or unwilling to answer straightforward, tough questions about what students are learning. State leaders have a short memory when it comes to asking the important questions patiently, persistently and consistently and making these questions a continuing priority.

The assessment movement is at a crossroads. Although officials at college after college are talking and thinking about assessment, such conversations are not enough. What is needed is a renewed commitment to asking the right questions, insisting on answers and pressing for action.

Through assessment policy, states can create incentives that encourage and support colleges in restructuring their undergraduate programs in ways that improve teaching and learning. Yet, policy and incentives alone cannot accomplish what the states, and the nation, require as they move into the 21st century. To be effective, college and political leaders in every state must understand that higher education must be improved and that assessment is a powerful tool states can use to stimulate needed change. ECS, with the generous support provided by FIPSE, has played a leading role in advancing that agenda.

APPENDIX 1

There is little doubt that FIPSE's long history of supporting assessment projects has helped state and colleges and universities focus greater attention on improving undergraduate teaching and learning. At the last Project Director's meeting in one of the "cluster group" sessions, Sherrin Marshall made explicit the links between many of the campus based assessment projects that FIPSE funds and a project such as ours which is more broadly focused on state level assessment issues. Her message was clear: There exists a tremendous opportunity through FIPSE to consolidate all of our efforts around an interest in improving undergraduate education. We greatly appreciate FIPSE's dedication to this concern and we welcome more opportunities to share our experiences.

The support and assistance from our project director, Sherrin Marshall, was very helpful. Sherrin was a valuable resource for testing ideas, providing feedback and keeping us informed of other efforts that might be useful to our project. We would encourage more involvement of the FIPSE program staff as their time permits.

It would also be a great asset for all of us involved in assessment projects in higher education to find out more about what FIPSE has learned through its grants. Have certain themes about assessment emerged that cut across projects? If so, is it possible to forecast where the assessment movement is headed in the future? We could definitely benefit from FIPSE sharing "lessons learned" from their extensive experience.

We are now deeply into our new FIPSE project that will identify the array of indicators linked to the state and institutional level practices and conditions necessary for

good undergraduate education. In terms of what FIPSE staff should consider in reviewing future proposals, we would be very interested in complementary efforts that examine how assessment has resulted in change in institutional policy and practice. We would also like to learn more about innovative efforts in reporting information on college outcomes.

EDUCATION COMMISSION OF THE STATES
State Leaders Committed To Improving Education

John R. McKernan, Jr., 1991-92 Chairman, Governor of Maine
Frank Newman, President

Purpose

Created in 1965, ECS is an interstate compact that helps state leaders improve the quality of education. ECS conducts policy research, surveys and special studies; maintains an information clearinghouse; organizes state, regional and national forums; provides technical assistance to states; helps states implement changes in education; and fosters nationwide leadership and cooperation in education.

ECS priority issues include embracing diversity, transforming teaching and learning and promoting system change.

Primary Constituents

Governors, legislative leaders and their senior policy aides; chief state school officers; state higher education executive officers and their senior policy associates; members of state education boards; leaders of local schools; campuses and governing bodies; and others appointed by governors as ECS commissioners.

Governing Structure

Forty-nine states (all but Montana), the District of Columbia, Puerto Rico, American Samoa and the Virgin Islands have passed legislation to join ECS. Every jurisdiction pays an annual fee to ECS, and is represented by seven commissioners, most often the governor, a member of the house, a member of the senate and four others appointed by the governor.

Outreach and Network Programs

Advanced Legislative Program Services in Education (ALPS). Periodic conferences, co-sponsored with the National Conference of State Legislatures, enable state legislative leaders to share information and talk with experts about education issues.

State Education Policy Seminars (SEPS). Education seminars, co-sponsored with the Institute for Educational Leadership, involve a wide range of leaders in 42 participating states.

Advisory Commissioners Network. Representatives of the nation's leading education-related organizations participate in ECS as advisors, as links between ECS and their organizations, and as collaborators on education issues that cross several organizations.

Special Networks. Separate networks for governors' aides and legislative aides help these key people to keep in touch with their counterparts. ECS directories and special meetings offer further support.

Publications

State Education Leader. A quarterly review of issues and happenings in education and politics.

Periodic reports on elementary, secondary and higher education finance, governance and legal issues.

Officers

John R. McKernan, Jr., Chairman; Governor of Maine
William R. Keith, Vice Chairman; State Representative, Michigan
Evan Bayh, Chairman-Elect; Governor of Indiana
Booth Gardner, Immediate Past Chairman; Governor of Washington
Elizabeth Rawlins, Treasurer; Associate Dean, Simmons College, Massachusetts

Staff Contacts

Frank Newman, President
Arleen Arnsparger, Division Director, Communications
Rexford Brown, Executive Director, System Change
Dolores Dowdle, Division Director, Administration and Finance
Dee Green, Director of Development and Special Assistant to the President
Kay McClenney, Vice President
Chris Pipho, Division Director, Clearinghouse/State Relations

Policy and Programs Studies *(primary area of responsibility)*
Jane Armstrong (Assessment/Re:Learning/Restructuring)
Brooke Beaird (Campus Compact)
Van Dougherty (System Change/Re:Learning)
Joni Finney (Higher Education Assessment/Minority Achievement/Teacher Education)
Laura Maxwell (Campus Compact)
Aims McGuinness Jr. (Higher Education System Change/Governance/Finance)
Robert Palaich (System Change/Re:Learning)
Nancy C. Rhodes (Campus Compact)
Sandra Ruppert (Higher Education)
Susan Stroud (Campus Compact)
Carolyn Thompson (Higher Education)
Laina Warsavage (Campus Compact)

Re:Learning (joint restructuring project with Coalition of Essential Schools)
Judy Bray (Re:Learning/Assessment)
Lois Easton (Re:Learning)
Susan Klein (Re:Learning)

State Relations and Clearinghouse
Melodye Bush (Clearinghouse)
Kathy Christie (Clearinghouse)
Mary Fulton (Clearinghouse/Finance)
Jennifer Wallace (Clearinghouse)
Gerrit Westervelt (State Relations)

Communications
Christie McElhinney (Public Relations)
Sherry Freeland Walker (Publications)
Anna M. West (Production Coordination)

Administration
Mary De la Rosa (Human Resources)
Judith Feather (Central Services Coordinator)
Rose Marie Franzen (Information Systems Specialist)
Lisa Hyde (Receptionist)
Gayle Prior (Finance Services)
Angela Vidick (Meeting Coordinator)
Joanne Wilkins (Information Systems Specialist)

Funding

A mixture of state fees, state contracts and foundation and federal grants and contracts provides ECS with approximately $6 million each year.

Offices

Education Commission of the States
707 - 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-3600
FAX: 303-296-8332

Campus Compact: The Project for Public and Community Service
Brown University
25 George Street, Suite 201
Providence, Rhode Island 02912
401-863-1119

ASSESSMENT ADVISORY COMMITTEE

Peter T. Ewell
Senior Associate
National Center for Higher Education
Management Systems
P.O. Drawer P
Boulder, CO 80302
(303) 497-0371

Joni Finney
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3654

Dean Honetschlager
Consultant
National Governors' Association
15055 Riverside Avenue, North
Marine on St. Croix, MN 55047
(612) 433-3795

Kathleen M. Kies
Executive Director
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
(505) 827-8300

Charles Lenth
State Higher Educ Exec Officers
707 Seventeenth St, #2700
Denver, CO 80202-3427
(303) 299-3688

Theodore Marchese
Vice President
American Assn for Higher Educ
One Dupont Circle, Suite 600
Washington, DC 20036
(202) 293-6440

Charles McClain
Commissioner for Higher Education
Coord Board for Higher Education
101 Adams Street
Jefferson City, MO 65101
(314) 751-2361

Jean C. McDonald
Senior Policy Analyst
National Governors' Association
444 N. Capitol Street
Washington, DC 20001
(202) 624-7794

Al Meiklejohn
Senator
Chairman, Committee on Education
1625 Broadway, Suite 1600
Denver,, CO 80202
(303) 892-8550

Michael Nettles
Vice President for Assessment
University of Tennessee
817 Andy Holt Tower
Knoxville, TN 37996-0185
(615) 974-4815

Ronn Robinson
Assistant for Education
Office of the Governor
Legislative Building AS-13
Olympia, WA 98504
(206) 753-0820

ASSESSMENT AND ACCOUNTABILITY IN HIGHER EDUCATION

EL DORADO HOTEL
309 West San Francisco Street
Santa Fe, New Mexico 87501
(505) 988-4455

AGENDA
December 5-7, 1989

TUESDAY, DECEMBER 5, 1989

7:00-8:30 pm **RECEPTION FOR CONFERENCE PARTICIPANTS**
DeZargus Room

WEDNESDAY, DECEMBER 6, 1989

8:00-8:30 am **REGISTRATION AND CONTINENTAL BREAKFAST**
Anasazi North

8:30-9:00 am **WELCOME AND INTRODUCTIONS**
Anasazi North

9:00-11:45 am **GENERAL SESSION:**
"WHAT ARE THE REAL ISSUES BEHIND ASSESSMENT IN EACH STATE?"

The format for this session is a series of interviews between the moderator and the panelists. The questions will focus on a brief description of what is happening in each state, the "questions" that assessment provides the "answers" for at the state level, and how assessment fits into the larger state strategy for improvement in higher education.

PANELISTS:

William Proctor, Executive Director,
Florida Postsecondary Education Planning Commission

Ann Bragg, Associate Director,
Illinois Board of Higher Education

Arnold Gelfman, Director of Planning & Special Projects
Brookdale Community College, New Jersey

Kathleen Kies, Executive Director
New Mexico Commission on Higher Education

Lucius Ellsworth, Assoc. Exec. Director of Academic Affairs
Tennessee Higher Education Commission

ASSESSMENT AND ACCOUNTABILITY IN HIGHER EDUCATION

9:00-11:45 GENERAL SESSION (Continued)
Anasazi North

Panelists: (Cont.)

Terry Teal, Executive Director
Washington Council of Presidents

Christopher Bill, Academic Programs Coordinator,
Council of Higher Education for Virginia

MODERATOR:
Frank Newman, President
Education Commission of the States

11:45-12:00 pm SUMMARY OF MORNING SESSION
Anasazi North

SUMMARIZER:
Peter Ewell, Senior Associate, NCHEMS

12:00 Noon LUNCHEON:
DeZargus Room

KEYNOTE REMARKS:
Governor Garrey Carruthers, New Mexico

2:00-2:15 pm "NATIONAL ASSESSMENT SURVEY HIGHLIGHTS"
(Sponsored by the Education Commission of the States, the American Association for Higher Education, and the State Higher Education Executive Officers)
Anasazi North

SUMMARY OF SURVEY RESULTS: **Peter Ewell, NCHEMS**

2:15-4:45 pm "WHAT CAN BE DONE?"
Anasazi North

MODERATOR:
Peter Ewell, NCHEMS

This session is about implementation and the policy issues and dilemmas raised in the implementation process. It is also about exploring the nature of the change strategy employed in the states for stimulating reform. The format for this session is an actively facilitated discussion.

SUMMARY OF AFTERNOON SESSION (Continued)
Anasazi North

4:45-5:00 pm **SUMMARY OF AFTERNOON SESSION**
Anasazi North

SUMMARIZERS:

Joni Finney, Senior Policy Analyst
Education Commission of the States
Charlie Lenth, Director
SHEEO/NCES Communications Network

6:15 pm **DINNER FOR CONFERENCE PARTICIPANTS**
La Tertulia Restaurant, 416 Agua Fria
Santa Fe, New Mexico (505) 988-2769
(Transportation Provided)

THURSDAY, DECEMBER 7, 1989

8:30-9:00 am **CONTINENTAL BREAKFAST**
Anasazi North

9:00-10:30 am **"WHAT DO WE COMMUNICATE?"**
Anasazi North

If the primary purpose of assessment is for "accountability" and to communicate "effectiveness," then major questions arise about what to communicate and to whom. The format for this session is an actively facilitated group discussion.

MODERATOR: Kathy Kies

10:30-10:45 am **SUMMARY OF MORNING SESSION**
Anasazi North

SUMMARIZERS:
Joni Finney and Charlie Lenth

10:45-11:30 am **OVERALL SUMMARY OF CONFERENCE THEMES**
Anasazi North

Summary of Conference Themes: **Ted Marchese**, Vice-President
The American Association for Higher Education

THURSDAY, DECEMBER 7, 1989 (Continued)
Anasazi North

11:30-12:00 pm **"WHERE DO WE GO FROM HERE?"**
Anasazi North

MODERATORS:
Joni Finney and Peter Ewell

12:00 Noon **ADJOURN**

* * *

** *This Conference was funded, in part, with a grant from the Fund For The Improvement Of Postsecondary Education [FIPSE]. It was sponsored in cooperation with the National Governors' Association.*

EDUCATION COMMISSION OF THE STATES
ROSTER FOR ASSESSMENT CONFERENCE PARTICIPANTS
December 6-7, 1989
Santa Fe, New Mexico

FLORIDA

Jack Gordon
State Senator
Florida Senate
407 Lincoln Road, Suite 11-D
Miami Beach, FL 33139
(305) 531-7297

Terry Hatch
Legislative Analyst
Appropriations Committee
Florida House of Representatives
221 Capitol
Tallahassee, FL 32399-1300
(904) 488-6204

John Losak
Dean for Institutional Research
Miami-Dade Community College
11011 SW 104th Street
Miami, FL 33176
(305) 347-2007

Bill Proctor
Executive Director
Postsecondary Education Planning Commission
Florida Education Center
Collins Building
Tallahassee, FL 32399
(904) 488-7894

ILLINOIS

Ann Bragg
Associate Director
Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield, IL 62701
(217) 782-3632

Joyce Holmberg
Illinois Senate
716 Coolidge Place
Rockford, IL 61107
(815) 962-4445

Ivan J. Lach
Senior Deputy Director for Programs
Illinois Community College Board
509 South 6th Street, Room 400
Springfield, IL 62701-1874
(217) 785-088

Jane W. Loeb
Associate Vice Chancellor for
Academic Affairs
University of Illinois
Swanlund Administration building
601 East John Street
Champaign, IL 61820
(217) 333-8159

Howard Webb
Vice Chancellor for Academic Affairs
Southern Illinois University
Office of the Chancellor
Carbondale, IL 62901-6801
(618) 536-3331

NEW JERSEY

Joseph S. Attanasio
Chair, Institutional Assessment Council
Montclair State College
Upper Montclair, NJ 07043
(201) 893-7359

Arnold Gelfman
Director of Planning & Special Projects
Brookdale Community College
765 Newman Springs Road
Lincroft, NJ 07738
(201) 842-1900 ext. 749

Ed Morante
Director, Outcomes Evaluation Program
Department of Higher Education
20 West State Street, CN 542
Trenton, NJ 08625
(609) 292-8912

NEW MEXICO

Everett Frost
Vice President for Planning & Analysis
Eastern New Mexico University
Station 2, ENMU
Portales, NM 88130
(505) 562-2315

Robert Hokom
Dean of Instruction
San Juan College
4601 College Blvd.
Farmington, NM 87401
(505) 326-3311

Kathleen M. Kies
Executive Director
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
(505) 827-8300

Jeanne Knight
Associate Superintendent for Learning Services
New Mexico State Department of Education
300 Don Gaspar, Education Building
Santa Fe, NM 87501-2786
(505) 827-6508

Marlis Mann
Education Aide
Office of the Governor
State Capitol
Santa Fe, NM 87503
(505) 827-3000

Alan D. Morgan
State Superintendent of Public Instruction
New Mexico State Department of Education
Education Building
De Vargas and Don Gaspar Streets
Santa Fe, NM 87501-2786
(505) 827-6516

Jorge Thomas
Associate Vice President for
Academic Affairs
New Mexico Highlands University
Las Vegas, NM 87701
(505) 425-7511

David G. Underwood
Coordinator of Outcomes Assessment
New Mexico State University
Box 3001, Department 3004
Las Cruces, NM 88003
(505) 646-2542

TENNESSEE

Peter Consacro
Associate Vice Chancellor
for Academic Affairs
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217
(615) 366-4400

Lucius F. Ellsworth
Associate Executive Director
for Academic Affairs
TN Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243-0830
(615) 741-7564

Michael Nettles
Vice President for Assessment
University of Tennessee
817 Andy Holt Tower
Knoxville, TN 37996-0185
(615) 974-4815

Linda B. Rudolph
Vice President for Planning &
Institutional Effectiveness
Austin Peay State University
Box 4755
Clarksville, TN 37044
(615) 648-6184

Ellen Weed
Dean of Instruction
Nashville State Technical
120 White Bridge Road
Nashville, TN 37209
(615) 353-3326

VIRGINIA

Christopher Bill
Academic Programs Coordinator
State Council of Higher Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219
(804) 225-3248

WASHINGTON

Marilyn Baker
Deputy Director for Academic Affairs
Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia, WA 98504
(206) 753-1119

Steve Hunter
Director, Institutional Research & Planning
The Evergreen State College
L3234
Olympia, WA 98505
(206) 866-6000 ext. 6567

Sherie Story
Fiscal Analyst
Washington House of Representatives-Staff
J. L. O'Brien Building, Room 211
Olympia, WA 98504
(206) 786-7142

Terry Teale
Executive Director
Council of Presidents Office
504 E. 14th, Suite 110
Mail Stop PK-12
Olympia, WA 98504
(206) 753-5107

Jan Yoshiwara
Assistant Director for
Planning and Information Services
Washington State Board for Community
College Education
319 Seventh Avenue, FF-11
Olympia, WA 98504
(206) 753-4691

ASSESSMENT ADVISORY COMMITTEE

Joseph C. Burke
Provost and Vice Chancellor for
Academic Programs
State University of New York
State University Plaza
Albany, NY 12246
(518) 443-5152

Peter Ewell
Senior Associate
NCHEMS
P.O. Drawer P
Boulder, CO 80302
(303) 497-0371

Joni Finney
Senior Policy Analyst
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3680

Homer S. Fisher
Senior Vice President
University of Tennessee University-
Wide Administration Central Office
Knoxville, TN 37996-0180
(615) 974-1000

Dean Honetschlager
Consultant
National Governor's Association
15055 Riverside Avenue, North
Marine on St. Croix, MN 55047
(612) 433-3795

Kathleen M. Kies
Executive Director
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
(505) 827-8300

Charles Lenth
Director, SHEEO/NCES Communications Network
1860 Lincoln Street, Suite 310
Denver, CO 80295
(303) 830-3688

Jean MacDonald
Senior Policy Analyst
National Governor's Association
250 Hall of the States
444 North Capitol Street
Washington, DC 20001
(202) 624-5300

Theodore Marchese
Vice President
American Association for Higher Education
One Dupont Circle, NW, Suite 600
Washington, DC 20036
(202) 293-6440

Charles J. McClain
Commissioner of Higher Education
Coordinating Board for Higher Education
101 Adams Street
Jefferson City, MO 65101
(314) 751-2361

Al Meiklejohn
State Senator
Colorado State Senate
1625 Broadway, Suite 1600
Denver, CO 80202
(303) 893-8550

Michael Nettles
Vice President for Assessment
University of Tennessee
817 Andy Holt Tower
Knoxville, TN 37996-0185
(615) 974-4815

Ronn Robinson
Assistant for Education
Office of the Governor
Legislative Building AS-13
Olympia, WA 98504
(206) 753-5460

GUESTS

Pat Hutchings
Director of Assessment Forum
American Association for Higher Education
One Dupont Circle, NW, Suite 600
Washington, DC 20036
(202) 293-6440

Charles Karelis
Director, FIPSE
U.S. Department of Education
Mail Room Stop 5175
7th & D Streets SW, Room 3100
Washington, DC 20202-5175
(202) 732-5750

Aims McGuinness
Senior Policy Analyst
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3614

Frank Newman
President
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3624

State Policy and Assessment in Higher Education

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-0558
FAX #303-296-8332

FIPSE INVITATIONAL CONFERENCE

Assessment as a Policy Tool to Improve Teaching and Learning - A Dialogue Between Institutions and the States

June 25-26, 1990
Washington Hilton and Towers
Washington, D.C.

Revised Agenda

June 25, 1990

8:00 a.m.	Continental Breakfast *Thoroughbred Room*
8:30 a.m.	Part I - Assessment and the Curriculum (For specific questions, see "A Workbook for Seminar Participants")
10:30 a.m.	Break
10:45 a.m.	Part I (continued)
12:00 noon	Lunch *Caucus Room*
1:15 p.m.	Part II - Assessment and Teaching (For specific questions, see "A Workbook for Seminar Participants") *Thoroughbred Room*
2:45 p.m.	Break
3:00 p.m.	Part II (continued)
5:00 p.m.	Adjourn
6:30 p.m.	Reception for Conference Participants *Caucus Room*

June 26, 1990

8:00 a.m.	Continental Breakfast *Thoroughbred Room*

Supported, in part, by the Fund for the Improvement of Postsecondary Education

8:30 a.m.	Part III - Assessment and Resource Needs (For specific questions, see "A Workbook for Seminar Participants) *Thoroughbred Room*
10:00 a.m.	Break
10:30 a.m.	Part III (continued)
12:00 noon	Adjourn

EDUCATION COMMISSION OF THE STATES
ROSTER FOR ASSESSMENT CONFERENCE PARTICIPANTS
June 25-26, 1990
Washington, D.C.

Shaila R. Aery
Secretary
MD. Higher Education Commission
16 Francis Street
Annapolis, MD 21401
(301) 974-2971

J. Christopher Bill
Academic Programs Coordinator
Council of Higher Education
James Monroe Building
101 North Fourteenth Street
Richmond, VA 23219
(804) 225-3248

Cara Chell
Senior Academic Planner
University of Wisconsin
System Administration
1652 Van Hise, 1220 Linden
Madison, WI 53706
(608) 262-9814

Leslie H. Cochran
Provost
Southeast Missouri State Univ
One University Plaza
Cape Girardeau, MO 63701
(314) 651-2063

Colleen Colton
Governor's Administrative Assistant
for Education
Office of the Governor
210 State Capitol
Salt Lake City, UT 84114
(801) 538-1000

Stephanie J. Cunningham
Academic Officer
Colorado Commission on Higher Ed
1300 Broadway, 2nd Floor
Denver, CO 80203
(303) 866-2723

Ann Daley
Executive Director
Higher Education Coord Board
917 Lakeridge Way, GV-11
Olympia, WA 98504
(206) 753-3241

Mary E. Diez
Chair, Division of Education
Alverno College
3401 South 39th Street
Milwaukee, WI 53215
(414) 382-6214

T. Dary Erwin
Director - Student Assessment
James Madison University
Harrisonburg, VA 22807
(703) 568-6706

Clyde A. Haulman
Dean of Undergraduate Studies
College of William and Mary
James Blair #112
Williamsburg, VA 23185
(804) 221-2466

Lisa Hicks
Associate Director, Campus Compact
Brown University
Box 1975
Providence, RI 02912
(401) 863-1119

T. Edward Hollander
Chancellor
Department of Higher Education
20 West State Street, CN 542
Trenton, NJ 08625
(609) 292-4310

David Holmes
Program Officer
Fund for Improvement of
Postsecondary Education
7th & D St., SW, ROB 3, Room 3100
Washington, DC 20202-5175
(202) 708-5750

Novella Keith
Director of Learning Assessment
Glassboro State College
Bole Annex
Glassboro, NJ 08028
(609) 863-5008

Darrell Krueger
President
Winona State University
201 Somsen - WSU
Winona, MN 55987
(507) 457-5000

Donald Lumsden
Coordinator, Assessment of Student
Kean College of New Jersey
Morris Avenue
Union, NJ 07083
(201) 527-2661

Dewayne Matthews
Research Associate
National Center for Postsecondary
Governance & Finance
400 Farmer
Tempe, AZ 85287-1611
(602) 965-4946

Kay McClenney
Director, Policy and Programs
Education Commission of the States
1860 Lincoln, Suite 300
Denver, CO 80295
(303) 830-3605

Leslie K. Mercer
Assistant Executive Director
Higher Educ Coordinating Board
400 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-6869

Ned Moomaw
Director, Student Assessment Prog
University of Virginia
Provost Office
B-27 Cabell Hall
Charlottesville, VA 22903
(804) 982-2320

Tom Moran
VP for Academic Affairs
SUNY Plattsburgh
Kehoe Administration Bldg, Room 314
Plattsburgh, NY 12901
(518) 564-2020

Marie Parker
Associate Director, Planning & Development
Arkansas Department of Education
Education Buildings 401A
4 Capitol Mall
Little Rock, AR 72201
(501) 682-4239

Christine Paulson
Higher Education
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3671

Ron Phipps
Asst Secretary-Fin & Policy Analys
MD Higher Education Commission
16 Francis St., The Jeffrey Bldg.
Annapolis, MD 21401
(301) 974-2971

Arliss L. Roaden
Executive Director
TN Higher Education Commission
404 J. Robertson Parkway, #1900
Nashville, TN 37219
(615) 741-7562

John Sabatini
Director, Planning & Academic Afrs
MD Higher Education Commission
16 Francis St., The Jeffrey Bldg.
Annapolis, MD 21401
(301) 974-2971

State Policy and Assessment in Higher Education

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-0558
FAX #303-296-8332

FIPSE INVITATIONAL CONFERENCE

Assessment and Minority Student Achievement

October 9-10, 1990
The Westin Paso del Norte
El Paso

AGENDA

Tuesday, October 9, 1990

2:30 p.m. Registration
Salon D - El Paso Ballroom

3:00 p.m. Part I - Minority Student Success

How can assessment be used to draw institutional attention to the issue of minority student achievement?

How can institutions use assessment to identify and remove the barriers to minority student success?

How do states use assessment to improve both quality and diversity?

5:00 p.m. Adjourn

6:15 p.m. Meet in hotel lobby for bus transport to Chihuahua Charlie's for dinner. Bus will leave promptly at 6:30 p.m. (Dress casually)

Wednesday, October 10, 1990

7:30 a.m. Continental Breakfast
Salon B - El Paso Ballroom

8:00 a.m. Part II - Classroom and Campus Climate

How can assessment processes and information be used to help develop curricula and classroom climates that recognize and embrace diversity?

How can assessment help determine the diverse ways students respond to the classroom and campus environment?

Supported, in part, by the Fund for the Improvement of Postsecondary Education

	How can faculty use assessment to understand the various learning styles of students?
	How can assessment be used to help institutions understand and assume responsibility for the effects of campus climate on students?
10:00 a.m.	Break
10:15 a.m.	Part III - Minority Teachers and Faculty
	How can assessment be used more effectively in the preparation of minority teachers and faculty?
	How can assessment be used to increase the number of minority school teachers?
12:00 noon	Lunch *Salon A - El Paso Ballroom*
1:15 p.m.	Part III (Continued)
	How can assessment be used to encourage more minority students to pursue graduate education and academic careers?
1:45 p.m.	Summary remarks
2:45 p.m.	Break
3:00 p.m.	Implications for State Policy
4:30 p.m.	Adjourn

EDUCATION COMMISSION OF THE STATES
ROSTER FOR FIPSE SEMINAR
Assessment and Minority
Student Achievement
El Paso, Texas

ALABAMA

Harold J. McGee
President
Jacksonville State University
206 Bibb Graves Hall
Jacksonville, AL 36265
(205) 782-5881

Paul B. Mohr
Senior Advisor, Minority Affairs
AL Commission on Higher Education
One Court Square, #221
Montgomery, AL 36197-0001
(205) 269-2700

ARIZONA

Dewayne Matthews
Research Associate
Natl Center for Postsecondary
Governance & Finance
Arizona State University
400 Farmer
Tempe, AZ 85287-1611
(602) 965-4946

Richard C. Richardson Jr.
Associate Director
Natl Center for Postsecondary
Governance & Finance
Arizona State University
College of Education
Tempe, AZ 85287-1611
(602) 965-4952

CALIFORNIA

Rita Cepeda
Dean, Educational Standards & Evaluation
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 322-6886

Arturo Pacheco
Assistant Vice Chancellor
University of California
Santa Cruz, CA 95064
(408) 459-2296

Raymund A. Paredes
Associate Vice Chancellor
Academic Development
University of CA - Los Angeles
Office of the Chancellor
2234 Murphy Hall
Los Angeles, CA 90024-1405
(213) 206-7411

Charles A. Ratliff
Senior Policy Analyst
California Postsecondary Education Commission
1020 12th Street, 3rd Floor
Sacramento, CA 95814
(916) 322-8000

COLORADO

Sandra Ruppert
Research Assistant
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3676

DISTRICT OF COLUMBIA

Barbara Wright
American Assn for Higher Education
One Dupont Circle
Suite 600
Washington,, DC 20036
(202) 293-6440

FLORIDA

Hon. Jack D. Gordon
State Senator
407 Lincoln Road #11-D
Miami Beach, FL 33139
(305) 531-7297

ILLINOIS

Abdul-Rasheed Akbar
Research Associate
Board of Higher Education
500 Reisch Building
4 West Old Capitol
Springfield, IL 62701
(217) 782-3632

Ann Bragg
Associate Director
Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield, IL 62701
(217) 782-3632

Clara Fitzpatrick
Associate Director, Academic Services
The College Board
Midwestern Regional Office
1800 Sherman Avenue
Evanston, IL 60201-3715
(708) 866-1707

Frank Llano
Assistant to the Governor for Education
Office of the Governor
Floor 2 1/2, State House
Springfield, IL 62706
(217) 782-4921

NEW JERSEY

Edward Morante
Director, COEP
NJ Dept of Higher Education
1 Washington Park
Maplewood, NJ 07040
(609) 292-8912

E. George Simms
Associate Dean
NJ Institute of Technology
College of Science & Liberal Arts
University Heights
Newark, NJ 07102
(201) 596-3686

NEW MEXICO

Chester Haughawaut
Director of Planning & Analysis
Eastern New Mexico University
St. #2
Portales, NM 88130
(505) 562-2467

Marlis Mann
Associate Professor
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-7787

NEW YORK

William E. Berry
Assistant to President
Rockland Community College, SUNY
Room 6303
145 College Road
Suffern, NY 10901
(914) 356-4650 x788

OHIO

Lillie P. Howard
Associate VP for Academic Affairs
Wright State University
105 Allyn Hall
Dayton, OH 45435
(513) 873-2097

TEXAS

Hon. Wilhelmina Delco
State Representative
Chairman Higher Education Committee
P. O. Box 2910
Austin, TX 78769
(512) 463-0506

Diana Natalicio
President
University of Texas-El Paso
El Paso, TX 79968
(915) 747-5555

Roberto Villarreal
Chairman, Dept of Political Science
University of Texas at El Paso
Benedict Hall
El Paso, TX 79968
(915) 747-5227

UTAH

Mel Gillespie
Coordinator
Multicultural Educational Resource Center
Weber State College
Ogden, UT 84408-2114
(801) 626-6082

Max S. Lowe
Asst Commissioner for Vocational Education
Utah State Board of Regents
3 Triad Center, Suite 550
Salt Lake City, UT 84180-1205
(801) 538-5247

ASSESSMENT ADVISORY COMMITTEE

Peter T. Ewell
Senior Associate
National Center for Higher Education
Management Systems
P.O. Drawer P
Boulder, CO 80302
(303) 497-0371

Joni Finney
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3654

Dean Honetschlager
Consultant
National Governors' Association
15055 Riverside Avenue, North
Marine on St. Croix, MN 55047
(612) 433-3795

Kathleen M. Kies
Executive Director
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
(505) 827-8300

Charles Lenth
State Higher Educ Exec Officers
707 Seventeenth St, #2700
Denver, CO 80202-3427
(303) 299-3688

Jean C. McDonald
Senior Policy Analyst
National Governors' Association
444 N. Capitol Street
Washington, DC 20001
(202) 624-7794

Michael Nettles
Vice President for Assessment
University of Tennessee
817 Andy Holt Tower
Knoxville, TN 37996-0185
(615) 974-4815

USING ASSESSMENT TO PROMOTE COOPERATION AMONG THE SECTORS OF EDUCATION

Sponsored by the Education Commission of the States (ECS)
and the National Governors' Association
The Village at Breckenridge
Colorado

REVISED AGENDA

Thursday, June 13, 1991

8:00 - 8:30 a.m.	Continental Breakfast *Columbine Room*
8:30 - 9:15 a.m.	Interview with **Grant Wiggins**, Director of Research, Consultants on Learning Assessment and School Structure (CLASS) by **Rex Brown**, Director of Communications, ECS
9:15 - 10:15 a.m.	Open Discussion with **Grant Wiggins** (see enclosed paper)
10:15 - 10:30 a.m.	Break
10:30 - 11:30 a.m.	Implications for State Policy **Peter Ewell**, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)
11:30 - 1:00 p.m.	Buffet Lunch with ECS/CDE Assessment Conference *Forrest Room*
1:15 - 2:45 p.m.	Assessing National Goals: Implications for K-12 and Higher Education Linkages **Charlie Lenth**, Director, SHEEO/NCES Communication Network *Columbine Room*
2:45 - 3:00 p.m.	Break
3:00 - 4:30 p.m.	"How Will Progress Towards The National Education Goals Be Assessed?" - ECS/CDE Assessment Conference Session *Ten Mile Room* Participants: **Pat Forgione**, National Education Goals Advisory Panel; **Lauren Resnick**, University of Pittsburgh; **Lorrie Shepard**, University of Colorado
5:30 - 7:00 p.m.	Evening Reception in the *Plaza* with ECS/CDE Assessment Conference (courtesy of the Psychological Corporation)
7:00 - 9:30 p.m.	Cattlemans' Barbecue Dinner - FIPSE participants only *Gold Strike Saloon on the pond*

Friday, June 14, 1991

8:00 - 8:30 a.m.	Continental Breakfast *Columbine Room*
8:30 - 10:00 a.m.	Implications for State Policy (con't) **Peter Ewell**
10:00 - 10:15 a.m.	Break
10:15 - 12:00 a.m.	Implications for State Policy **Peter Ewell**

Funded in part with a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and The John D. and Catherine T. MacArthur Foundation.

EDUCATION COMMISSION OF THE STATES
ROSTER OF FIPSE ASSESSMENT CONFERENCE PARTICIPANTS
June 13-14, 1991
Breckenridge, Colorado

Beverly L. Anderson
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202
303-299-3631

Kent Ashworth
Director of Dissemination
CAEP/Educational Testing Service
Rosedale Road
Princeton, NJ 08541-6710
609-734-1327

Hon. Rick Bowden
Chairman, Education Committee
House of Representatives
Post Office Box 39
Goddard, KS 67052
316-794-2134

Rexford Brown
Director of Communications
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3625

Judy Burnes
Executive Director
Department of Education
201 East Colfax Avenue
Denver, CO 80203
303-866-6824

Mary E. Diez
Chair, Division of Education
Alverno College
3401 South 39th Street
Milwaukee, WI 53215
414-382-6214

Steven Ferrara
Section Chief
Maryland Dept. of Education
200 W. Baltimore Street
Baltimore, MD 21201
301-333-2377

Lillie P. Howard
Associate VP for Academic Affairs
Wright State University
105 Allyn Hall
Dayton, OH 45435
513-873-2091

Archie Lapointe
Executive Director
CAEP/Educational Testing Service
Rosedale Road
Princeton, NJ 08541-6710
609-734-5890

Janet E. Lieberman
Special Asst. to the President
31-10 Thomson Ave, Rm SB65
LaGuardia Community College
Long Island City, NY 11101
718-482-5049

Kay McClenney
Vice President
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3605

Rebekkah Melchor-Logan
Program Administrator
CAEP/Educational Testing Service
Rosedale Road
Princeton, NJ 08541
609-734-5505

Leslie K. Mercer
Assistant Executive Director
Higher Educ Coordinating Board
400 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612-296-6869

Frank Newman
President
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3624

L. F. "Pat" Robinson
Administrative Assistant
Enrollment Mgmt, Plng & Instl Stud
Emporia State University
1200 Commercial Street
Emporia, KS 66801
316-343-1200

Esther Rodriguez
Director of Special Projects
SHEEO
707 17th Street, Suite #2700
Denver, CO 80202
303-299-3657

Martha Romero
Vice President for Instruction Services
Pikes Peak Community College
5675 South Academy Blvd.
Colorado Springs, CO 80906-5498
719-540-7200

Cindy S. Ross
Associate Vice Chancellor
for Academic Affairs
OK State Regents for Higher Ed
500 Education Building
State Capitol Complex
Oklahoma City, OK 73105-4503
405-524-9151

Sandra Ruppert
Policy Analyst
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3676

Carol F. Stoel, Director
Office of School/College Collaboration
American Assn for Higher Education
1 Dupont Circle, Suite 600
Washington, DC 20036
202-293-6440

Pamela Tackett
Director of Programs
Division of Teacher Assessment
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78711
512-463-9525

David F. Trujillo
Director of Community & Special Projects
University of Southern Colorado
2200 Bonforte Boulevard
Pueblo, CO 81001-4901
719-549-2969

Grant Wiggins
Director of Research
CLASS
56 Vassar Road
Rochester, NY 14607
716-244-8538

Nolan Wood
Dir., Div. of Teacher Assessment
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
512-463-9525

Frank Young
Director
CA Academic Partnership Program
400 Golden Shore, Suite 132
Long Beach, CA 90802-4275
213-590-5379

ASSESSMENT ADVISORY COMMITTEE

Peter T. Ewell
Senior Associate
NCHEMS
P.O. Drawer P
Boulder, CO 80302
303-497-0371

Joni Finney
Director of Policy Studies
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3654

Dean Honetschlager
Consultant
National Governors' Association
15055 Riverside Avenue, North
Marine on St. Croix, MN 55047
612-433-3795

Kathleen M. Kies
Executive Director
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
505-827-7383

Charles Lenth
Director
SHEEO/NCES Communications Network
707 17th Street, Suite 2700
Denver, CO 80202
303-299-3688

Theodore Marchese
Vice President
American Assn for Higher Educ
One Dupont Circle, Suite 600
Washington, DC 20036
202-293-6440

Jean McDonald
Senior Policy Analyst
National Governors' Association
444 N. Capitol Street, #250
Washington, DC 20001
202-624-7794

Hon. Al Meiklejohn
State Senator and Chairman,
Education Committee
Colorado State Senate
1625 Broadway, Suite 1600
Denver, CO 80202
303-573-1600

Michael Nettles
Vice President for Assessment
University of Tennessee
817 Andy Holt Tower
Knoxville, TN 37996-0185
615-974-4815

USING ASSESSMENT TO IMPROVE COLLEGE TEACHING

Education Commission of the States
National Forum and Annual Meeting

Session #18
Thursday, July 12, 1990
3:30 - 4:45 p.m.
St. Helens
Mezzanine Level

Participants:

Peter Ewell
Senior Associate
National Center for Higher Education Management Systems, Colorado

Ann Daley
Executive Director
Higher Education Coordinating Board
Washington

Joe Doria
State Assemblyman
New Jersey

Jack Gordon
State Senator
Florida

This discussion session addresses how state initiatives to improve undergraduate education through assessment should be designed and implemented to foster institutional initiative and reform.

In the past several years, assessment activities have been of interest to both higher education institutions and the states. As a mechanism to improve the undergraduate experience and the curriculum, as well as provide constructive feedback to students, many institutions have developed programs for assessment. States have also found assessment useful as a tool for addressing concerns about the preparation of students for college, for institutional accountability and effectiveness and for determining funding to institutions in the state. In short, there is an overall context where assessment is used to achieve a variety of purposes for both colleges and universities and states. Assessment for improving teaching and learning, however, may have conflicting purposes from assessment for accountability in order to determine institutional effectiveness.

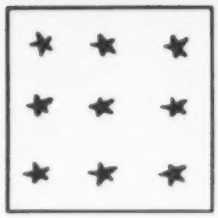
Key questions include:

- How can states make sure their assessment policies work to improve undergraduate teaching?

USING ASSESSMENT (cont'd)

- What role does assessment play as a tool for addressing concerns about institutional accountability and effectiveness?
- How can assessment be used to improve the undergraduate curriculum?
- How can assessment help in the allocation of state and institutional resources?
- What role does assessment play as a tool for increasing minority participation and success in higher education?
- How can assessment be used as a means for developing close linkages and smooth transitions between K-12 and higher education and between the sectors of higher education? What should "unified systems' policies" look like?

THE NEW ACCOUNTABILITY: POLICIES TO IMPROVE TEACHING AND LEARNING



Session #29
Friday, July 19, 1991
10:30-11:45 a.m.
Denver Ballroom, Suite V, Level II

States increasingly are using assessment as a tool to gauge college and university effectiveness and as a means to improve teaching and learning. Through assessment, states are seeking answers to questions about what college graduates should be expected to know and do. In addition, a growing number of state policy makers are promoting the development of statewide education goals to ensure that college graduates can contribute productively to the work force and to society.

This session focuses on the challenge facing state policy makers to develop assessment approaches that can serve dual purposes — providing concrete information useful, on one hand, for charting progress toward state and national education goals and, on the other, for stimulating improvements in teaching and learning. The session will address questions such as:

- How can state policy set standards for what all college graduates should know and be able to do? What are some statewide goals related to undergraduate student learning?

- What can state assessment policy do to help colleges and universities focus on and improve undergraduate education?

- How can a state judge if students are developing the knowledge, skills and underlying values needed to meet statewide goals? What indicators show how students are progressing toward statewide goals?

- What types of information about student achievement should institutions report? How can that information be used to measure progress toward statewide goals?

- How can state policy makers ensure that assessment policies reinforce statewide goals?

Featured participants:

T. Edward Hollander, professor of accounting, Graduate School of Management, Rutgers University; consulting associate, KPMG Peat Marwick, New York
Al Meiklejohn, state senator and chairman of the Education Committee, Colorado
Michael Nettles, vice president for assessment, University of Tennessee
Martha Romero, vice president of instruction services, Pikes Peak Community College, Colorado

Related publications:

State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s, ECS, Denver, 1990

Assessment and Accountability in Higher Education, ECS, Denver, 1990

Assessment and the "New Accountability": A Challenge for Higher Education's Leadership, ECS, Denver, 1990

State Policy and Assessment in Higher Education

in print

Education Commission of the States, 707 17th Street, Suite 2700
Denver, Colorado 80202-3427

State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s — This compilation of a 50-state survey of SHEEO academic officers presents the latest information on how states are using mandates and incentives to improve the educational quality of their postsecondary institutions. It provides short descriptions and background of the initiatives in each state, including general information on funding, purpose and structure of the initiative, and responsible staff to contact for further information — PA-90-1 . . . . . **$7.50**

Assessment and Accountability in Higher Education: A Summary of Conference Proceedings — On December 5-7, 1989, teams from seven states convened in Santa Fe, NM, to address three key issues surrounding assessment: (1) What are the issues and objectives behind assessment in each state? (2) How do we best implement assessment? and (3) How do we communicate the results? This publication summarizes proceedings from this conference which was funded with a grant to ECS from the Fund for the Improvement of Postsecondary Education (FIPSE). Assessment teams from Florida, Illinois, New Jersey, New Mexico, Tennessee, Virginia and Washington participated — PA-90-2 . . . . . **$5.00**

Assessment and the "New Accountability": A Challenge for Higher Education's Leadership by Peter T. Ewell — The author is a national authority in the area of assessment who has helped a number of states create and implement assessment initiatives designed to meet the needs of their own students and institutions. In this paper, Ewell, who has written a book and a number of articles on assessment, examines the relationship between accountability in higher education, and how it can be productively enhanced by leadership at both the state and institutional levels — PA-90-3 . . . . . **$5.00**

State Policy on Assessment: The Linkage to Learning by Peter T. Ewell — This paper focuses on three key areas related to assessment policies that improve teaching and learning at the undergraduate level: (1) assessment and curriculum; (2) assessment and teaching; and (3) assessment and resource needs — PA-90-4 . . . . . **$5.00**

To order the above publications, send in the order form or call 303-299-3692.

No. of copies		Price	Total
	State Initiatives in Assessment and Outcome Measurement	$7.50	$
	Assessment and Accountability in Higher Education	$5.00	$
	Assessment and the "New Accountability"	$5.00	$
	State Policy on Assessment	$5.00	$
	Subtotal	$	$
	Postage and handling	$	$
	TOTAL	$	$

Postage and handling charges:	
Up to $10	$ 1.75
$10.01-$25.00	$ 3.00
$25.01-$50.00	$ 5.50
$50.01-$100.00	$ 8.00
Over $100.01	$10.50

Mail to: Distribution Center
Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427

Phone orders: 303-299-3692

Name _____

Organization _____

Address _____

City/State/ZIP _____

Make checks payable to Education Commission of the States

_____ Send first class; bill for additional postage.

NEWS

Education Commission
of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303-299-3600
FAX 303-296-8332

EDUCATION COMMISSION OF THE STATES

FOR IMMEDIATE RELEASE
December 10, 1991

Contact: Christie McElhinney
Telephone: 303-299-3695
Fax: 303-296-8332

STATES' ASSESSMENT ACTIVITIES FAIL TO DOCUMENT HIGHER EDUCATION'S EFFECTIVENESS

Nearly seven years after states began looking at assessment of student learning at colleges and universities, it is doubtful that this assessment is leading to a more effective higher education system. A new ECS report, *Assessing College Outcomes — What State Leaders Need to Know* points out that if college and political leaders are serious about improving teaching and learning in the higher education system they must make "a renewed commitment to asking the right questions, insisting on answers and pressing for action."

The guide is designed to help state policy makers — governors, legislators and members of higher education governing boards — know the questions they need to ask themselves and our institutions about what and how well students are learning.

Assessing College Outcomes describes the history behind the current assessment movement, examines state and campus assessment trends, summarizes assessment lessons learned so far and discusses how to use study results to ensure that assessment leads to improved undergraduate learning.

Assessing College Outcomes — What State Leaders Need to Know is available for $6, plus $1.90 postage and handling, from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427.

###

The Education Commission of the States is a nonprofit, nationwide compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS office is located in Denver, Colorado.